**National Research University Higher School of Economics**

**St. Petersburg**

**Academic writing and referencing manual for students studying for**

**a degree in “Management”**

**Developed by the Department of Foreign Languages**

**2017-2018**

1. **Introducing APA Style**

**What Is APA Style?**

This manual for HSE students is based on the Publication Manual of the American Psychological Association, Sixth Edition (American Psychological Association, 2010). The key function of the APA manual is the advancement of scholarship "by setting sound and rigorous standards for scientific communication" (American Psychological Association, 2010, p. xiii).

As for the origins of the style, the creators of the first manual in 1929 “sought to establish a simple set of procedures, or style rules, that would codify the many components of scientific writing to increase the ease of reading comprehension” (American Psychological Association, 2010, p. xiii). Soon scholars from other social and behavioral sciences adopted this style as a standard for their published papers. Currently, the APA Manual is used by writers and students in Social Sciences, such as Psychology, Linguistics, Sociology, Economics, and Criminology, as well as Business and Nursing (“Purdue OWL: APA Overview and Workshop,” 2016).

The APA Manual covers such themes as organizing the content of the manuscript, writing style, citing sources, and preparing manuscripts for publication.

**Why Use APA Style?**

Here is an excerpt from the foreword to the sixth edition of the manual that explains why it is important to use APA Style and follow uniform conventions in general:

Uniform style helps us to cull articles quickly for key points and findings. Rules of style in scientific writing encourage full disclosure of essential information and allow us to dispense with minor distractions. Style helps us express the key elements of quantitative results, choose the graphic form that will best suit our analyses, report critical details of our research protocol, and describe individuals with accuracy and respect. It removes the distraction of puzzling over the correct punctuation for a reference or the proper form for numbers in text. Those elements are codified in the rules we follow for clear communication, allowing us to focus our intellectual energy on the substance of our research (American Psychological Association, 2010, p. xiii).

**What Is This Manual About?**

This student’s manual reviews key principles of APA Style and codifies the rules of writing the following research papers that you will be required to write as an HSE student:

* Academic essays.
* Empirical articles.
* Research proposals.
* BA Theses.
* MA Theses.

1. **A Note on Plagiarism**

**What Is Plagiarism and Why Is It Important to Avoid It?**

The issue of plagiarism is covered in a wider APA Manual section on Ethical and Legal Standards in Publishing. Unlike other issues covered in that section, avoiding plagiarism is of utmost importance for students.

As far as the definition of plagiarism and the consequences of plagiarizing are concerned, Andy Gillet notes:

Plagiarism is taking another person's words or ideas and using them as if they were your own. It can be either deliberate or accidental. Plagiarism is taken very seriously in UK Higher Education. If even a small section of your work is found to have been plagiarised, it is likely that you will be assigned a mark of '0' for that assignment. In more serious cases, it may be necessary for you to repeat the course completely. In some cases, plagiarism may even lead to your being expelled from the university (Gillet, 2017a).

As is clear from the quote, plagiarism is serious academic misconduct, and HSE students will be subject to the same penalties as described above if they are found to have plagiarized any part of their work. To avoid plagiarism, it is important to understand what constitutes plagiarism and learn how to cite correctly.

**What Are the Types of Plagiarism?**

Plagiarism is generally considered to be of two types: deliberate and accidental. Deliberate plagiarism takes place when a student knowingly uses other people's words and/or ideas to pass off as their own. Usually, this takes the form of copying various stretches of a published text from an article, a book, a web-page, or any other source. Accidental plagiarism takes place for a number of reasons including, but not limited to, the student not knowing exactly what constitutes plagiarism and not knowing how to properly indicate that they are using other people's words/ideas (Gillet, 2017b).

To give you an idea of what constitutes plagiarism, it may be useful to examine the four different subtypes of plagiarism discussed by Andy Gillet who draws on Hamp-Lyons and Courter's classification:

1. **Outright copying**. This is self-explanatory.

2. **Paraphrase plagiarism**. Paraphrase plagiarism takes place when a student changes some of the words and grammar but leaves most of the original wording intact.

3. **Patchwork plagiarism.** This occurs when a student uses part of the original wording but connects the “chunks” in a slightly different way.

4. **Stealing an apt term.** This occurs when a student uses a phrase originally used by someone else and clearly attributable to that author without acknowledging the source (Gillet, 2017b).

For more information and examples see <http://uefap.net/exercises/writing/plagiar/plagex2an.htm>.

All the behaviors discussed above are considered unacceptable. Even when a student uses a unique combination of as few as several words attributable to a specific author (see #4 above), it should be acknowledged using quotation marks and an in-text references. To sum up, credit to the original author/source should be given anywhere where it is due.

1. **Basic Research Paper Sections, Layout and Formatting**

**Empirical Research Papers**

One of the key types of papers that researchers and students routinely write is a report of empirical investigations. These should follow fixed and acknowledged reporting standards. The underlying rational for this requirement is the fact that uniform standards facilitate comprehension and understanding as well as generalizing across fields (American Psychological Association, 2010, p. 21). Use the layout and formatting rules presented in this section to prepare manuscripts of research papers you may be required to write as part of your course load at HSE. These rules should also be used as “default” layout and formatting rules for other types of papers you will be assigned to write, such as essays, literature reviews, and research proposals.

Empirical research papers reflect the stages of the research process and typically include the following sections:

* Title page
* Abstract
* Introduction
* Literature review
* Method and Data
* Results
* Discussion
* References
* Appendices (if necessary)
* Tables and/or figures (if necessary)

While a student's report need not include all the sections mentioned above, it should nevertheless include the four basic structural components: a title page, an abstract, the main body and references.

The report should be typed, double-spaced on standard-sized paper with 2,5 cm margins on all sides. It is recommended that 12 pt. Times New Roman font be used.

**Research Paper Sections**

**The title page.** The title page should contain the page header, the title of the paper, the author's name, and the institutional affiliation.

The page header (referred to as running head) should be located at the top of the page flush left with the page number located flush right in the same line. Use upper case for the header. The header on the title page should look like this:

Running head: TITLE OF YOUR PAPER

All the other pages after the title page should have a running head that looks like this:

TITLE OF YOUR PAPER

The title should be in upper and lower-case letters centered in the upper half of the page. The title may take up one or two lines. All text on the title page should be double-spaced.

Beneath the title (also centered), type your name: first name, middle initial(s), and last name. Note that unlike Russian, in English the first name and the last name of the author are never reversed! So, your full name should look like this:

Ivan D. Petrov

Beneath the author's name (centered), place the institutional affiliation. It should look like this:

National Research University Higher School of Economics, St. Petersburg.

A sample title page for a research paper is included in Appendix A.

**Abstract.** An abstract is defined as “a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of an article quickly” (American Psychological Association, 2010, p. 25) and decide whether to read the whole article or to move on to the next one. Because of this, writing a clear, concise, and informative abstract is a must.

The abstract usually contains the research topic, research questions, participants, methods, results, data analysis, and conclusions. Possible implications of the research and recommendations for future research may also be mentioned. The abstract should be a single paragraph of 150-250 words double-spaced.

At the top of a new page, the page header (as described above but without the phrase *running head*) is given. The word ‘Abstract’ typed in a regular font is centered in the first line of the page. Beneath it, the abstract itself is given as a single paragraph flush left with no indentations. Keywords are given below the abstract in an indented line which starts with the word *Keywords* (italicized). Keywords are listed using a regular font and are separated with commas.

**Introduction.** The introduction “presents the specific problem under study and describes the research strategy” (American Psychological Association, 2010, p. 27). A good introduction states the problem and its relevance, summarizes what has been previously done to address it in other studies, and creates a “research space” for the study at hand (Swales & Feak, 2012). Note that the word Introduction is not used to label the introduction, because the status of an introduction is clear from its position at the beginning of the manuscript.

**Theoretical framework and/or previous research.** The purpose of the empirical study in most cases calls for a theoretical framework of some sort as well as a review of other (empirical) studies that addressed a similar or even the same research question. Thus, the literature review section may include both a discussion of relevant theories and more practice-oriented research into the matter or a combination of the two. This chapter should not merely “put together” what other studies have found. Rather, it should discuss and analyze the both the relevant theories and empirical findings and be geared towards determining what is known and what is not about the topic. Having determined this gap, research questions and/or hypotheses can be specified. For more on writing good literature reviews, see, for example, a comprehensive textbook by Swales and Feak (2012).

**Method.** The Method section spells out how the study was conducted. It is crucial to discuss the methods in detail because “a complete description of the methods used enables the reader to evaluate the appropriateness of your methods and the reliability and the validity of your results” (American Psychological Association, 2010, p. 29). It also allows other researchers to replicate the study if needed.

The Method section should in most cases be divided into labeled subsections. Usually, the method section contains subsections that describe the participants and/or materials, the location, the procedure, the limitations, and a subsection describing data analysis. Additional subsections may be used if this will facilitate the comprehension on the part of the reader.

**Results.** This section addresses the results from your data analysis; it should not include the discussion of the theoretical and practical implications of your findings, or how they mesh with other studies. The main goal in this section is to summarize or explain what the analysis of the data has yielded. In most cases, tables and/or figures are used to illustrate and summarize all numeric information.

For qualitative research, the section usually is organized by the themes or categories revealed during the research; the main objective in this case is again to summarize and explain what has probably been discussed at length in the body of the paper.

**Discussion.** Unlike the Results section, the purpose of this section is to answer the questions posed in the Introduction, explain how the results support the answers and, how the answers mesh with existing knowledge on the topic. The section does not reiterate the results but rather discusses how these results support the existing theories, the results of other studies, and what theoretical and practical implications the findings may have. Thus, the organization of the section is from the specific to the general. Additionally, this section can outline the limitations of the study and propose the areas of future research.

**References.** This section is used to acknowledge the work of other scholars and helps the reader locate them. The sources cited in your manuscript “should be sufficient to support the need for your research and to ensure that readers can place it in the context of previous research and theorizing” (American Psychological Association, 2010, p. 37). Only the sources that were actually citied in the text of the paper should be included in the References!

The word References is capitalized and centered on a new page. Reference entries are double spaced; the first line of each reference entry is set flush left and subsequent lines are indented (these are the so-called *hanging indents*). For further guidelines on putting together and formatting your sources, see the Citing Sources section of this manual.

**Appendices.** Material that supplements article content but for some reason is inappropriate in the body of the manuscript can be included in an appendix. If the paper has only one appendix, label it Appendix; if there is more than one appendix, use capital letters to label each one (Appendix A, Appendix B, and so on) following the order in which it is mentioned in the text of your paper. Each appendix must have a title. In the text, refer to appendices by their labels (e.g. see Appendix A).

**Organizing a Research Paper with Headings**

**Headings.** In any academic paper, clear organizational structure is key to fast and easy comprehension. Therefore, it is crucial to use effective headings of various levels which establish the hierarchy of paper sections.

In APA, five heading levels are used. Irrespective of the number of levels, the headings should always be used in order, beginning with level 1. The format of each level is illustrated below (“Purdue OWL: APA Formatting and Style Guide,” 2013):

|  |  |
| --- | --- |
| **APA Headings** | |
| Level | Format |
| 1 | **Centered, Boldface, Uppercase and Lowercase Headings** |
| 2 | **Left-aligned, Boldface, Uppercase and Lowercase Heading** |
| 3 | **Indented, boldface, lowercase heading with a period.**Begin body text after the period. |
| 4 | ***Indented, boldface, italicized, lowercase heading with a period.***Begin body text after the period. |
| 5 | *Indented, italicized, lowercase heading with a period.*Begin body text after the period. |

Section headings always receive level one format. Subsections receive level two format. Subsections of subsections receive level three format and so on. It is required that students avoid having only one subsection heading and subsection within a section. There should be at least two subsection headings within any given section.

For example (adapted from “Purdue OWL: APA Formatting and Style Guide,” 2013):

**Method (Level 1)**

**Location (Level 2)**

**Participants (Level 2)**

**Teachers. (Level 3)**

**Students. (Level 3)**

**Data Analysis (Level 2)**

**Results (Level 1)**

**Spatial Ability (Level 2)**

**Test one. (Level 3)**

**Teachers with experience. (Level 4)**

**Teachers in training. (Level 4)**

**Test two. (Level 3)**

**Kinesthetic Ability (Level 2)**

As it was mentioned above, in an APA manuscript the Introduction section never gets a heading and headings are not indicated by letters or numbers.

**Seriation.** To organize ideas in the text, seriation is used. Numbered seriation is used if an item in the series is a paragraph or a separate sentence that is identified by an Arabic numeral. In this case, the first word of each item is capitalized and the sentence ends with a period or another relevant punctuation mark. Here is an example:

Based on our experience as HSE faculty, we recommend the students follow these steps in preparing their research papers:

1. Decide on a relevant research question.
2. Find the sources relevant to the topic and its theoretical framework.
3. Having studied the literature, come up with a plausible hypothesis.
4. Write up your research proposal draft.
5. Discuss it with the tutor.

If the list does not lend itself to hierarchical order or chronology, bullet points are more appropriate. For example:

Based on our experience as HSE faculty, we find that while preparing a research paper, a student may often run into a number of challenges:

* The student may not be able to come up with a relevant research question.
* It may be hard to find the relevant sources.
* The student may not be able to come up with a plausible hypothesis.
* Organizing and formatting the research proposal may be hard.

If a series is within a paragraph or a sentence, the elements can be identified by lowercase letters in parentheses. For example:

Students may find it hard to (a) come up with a relevant research question, (b) find the relevant literature, and (c) put in time to work on their research project.

Within a sentence, commas are used to separate three or more elements that do not have internal commas; semicolons are used to separate three or more elements that have internal commas. For example:

Based on our experience as HSE faculty, we distinguish three groups of students: (a) high-performers, who turn in their projects ahead of time; (b) “regular students”, who deliver their projects on time; and (c) low-performers, who miss deadlines routinely.

Bulleted lists can also be used within a sentence to separate three or more elements. In these cases, the list is capitalized and punctuated as if it were a regular sentence. For example:

Based on our experience as HSE faculty, we distinguish

* high-performers, who turn in their projects ahead of time;
* "regular students", who deliver their projects on time;
* low-performers, who miss deadlines routinely.

**Some Notes on Style**

**Pronouns.** For clarity, use *we* to refer only to yourself and your coauthors. If you are the sole author of the paper, use *I*.

**Quotation marks.** Use double quotation (“ ”) marks**:**

1. To introduce a word or phrase used ironically, metaphorically, as slang, or as an invented expression. Use quotation marks only the first time the word or expression is used!
2. To set off the title of a book or an article if you use it in the text. Note, that in most cases using the whole title is not necessary and a simple reference (author and date) is enough!
3. To give a direct quote from the source you are citing. If the quotation already has quotation marks in it, use double marks to set off the quote in your text and single quotation marks for the original quotation marks inside the quote.

If the quote is 40 words or more, do not use quotation marks but use *block quotations* instead. To do this, start the quote on a new line and indent the whole paragraph about 1.25 cm from the left margin. For an example of this, see the “Why Use APA Style” subsection above.

Periods and commas are placed within closing quotation marks. Other punctuation marks are placed inside quotation marks only when they are part of the quoted text.

**Italics.** Use italics to do the following:

1. To cite a letter, a word, a phrase, or a sentence as a linguistic example.
2. To introduce a key term.
3. For titles of books, periodicals, films, videos, TV shows, and microfilm publications in references. If part of the title was italicized in the original use the regular font for that part.
4. For journal volumes in references.

Avoid using italics for mere emphasis!

1. **Academic Essay: Layout and Formatting**

**General Information**

The academic essay is one of the most commonly assigned tasks while you are at university. You essay needs to demonstrate your understanding of the course content, your ability to research the essay topic and analyze the material you have selected. Your essay needs follow the academic English writing style and express your ideas in clear and concise language.

To write a good essay:

* Analyze your task.
* Research your topic in the library and on the Internet. Use only reliable and trustworthy sources.
* Write down your sources for referencing them in your essay. Note where your information comes from.
* Write a thesis statement.
* Organize your material.
* Draft your essay.
* Revise your essay.

**Organization and Formatting**

In general, use the same principles of organization and formatting that have been discussed above for empirical papers. For title pages, type the title of your essay in the header and in the center of the page (See Appendix A). There is no Abstract; start the essay on the page following the title page. Although most essay will probably have sections that are different from the ones of a research paper, use the same principles for font, line spacing, indentations, heading levels (if you use headings), and seriation.

**Referencing Your Sources**

When you have completed your essay, you need to include references to all your sources in your text. You should also include a reference list at the end of your essay. See more information in the Citing Sources section.

1. **Research Proposal**

**What Is a Research Proposal?**

When you are planning to conduct a research project, you may need to write a research proposal to provide information about your planned project to prospective funders or to your research advisor. In other words, you write a research proposal to convince the stakeholders that your project is feasible and worth conducting, and that you have the skills and knowledge to perform this task.

**Structure of a Research Proposal**

The following sections are usually included in the research proposal:

* Title Page
* Introduction:
* Background of the study
* Problem statement
* Delimitations of the study
* Professional significance
* Definition of terms
* Literature review
* Methodology (methods, data collection and analysis)
* Anticipated Results
* Conclusion
* References

**Organization and Formatting**

In general, use the same principles of organization and formatting that have been discussed above for empirical papers. The same is true for font, line spacing, indentations, heading levels, and seriation. For title pages, type the title of your research proposal in the header and in the center of the page (See Appendix A). Write your abstract on the page that follows the title page (See Appendix B); start the proposal on the page following the abstract page.

1. **Bachelor Thesis and Master’s Thesis**

The purpose of the bachelor's thesis is to give students an opportunity to show that they are able to independently research a given topic, formulate a problem statement, conduct a literature review, collect and analyze data, using appropriate research methods, and make relevant conclusions.

A master’s thesis is similar to a bachelor’s thesis, but it is usually longer (100-150 pages), and the student is expected to prepare it mostly independently, with some support from their supervisor. At the master’s level, the student focuses on research methodology more than at the bachelor level and conducts a scholarly investigation of a topic, using research methods developed in the chosen field of study. The steps of the research project and the results of the analysis are then described in a master’s thesis.

A typical bachelor or master’s thesis will include:

* Abstract
* Table of Contents
* List of Figures
* List of Tables
* Introduction
* Literature Review
* Methodology
* Findings
* Discussion
* Recommendations and Conclusions
* Reference list
* Appendices

**Organization and Formatting**

In general, use the same principles of organization and formatting that have been discussed above for empirical papers. In general, use the same principles of organization and formatting that have been discussed above for empirical papers. The same is true for font, line spacing and indentations. A sample bachelor and master’s thesis front page is presented in Appendix C. The manuscript is usually divided into several chapters, which are numbered. Each chapter should have a title: e.g, CHAPTER 1: INTRODUCTION. Sections within chapters are typically numbered using multilevel lists: 1.1, 1.2, 1.3, etc. You may use several levels, which will be numbered correspondingly: 1.1, 1.1.1, 1.1.1.1, etc. See a sample table of contents in Appendix E.

1. **Citing Sources**

# How Should I Use Sources in My Writing?

In academic writing, sources for all borrowed information must be cited. This includes citing quotes from articles, chapters and books, referencing visuals, graphs and diagrams, and also referencing someone’s ideas, even if you change the exact words (i.e., paraphrase). It is not necessary to cite if you are stating a generally known fact, though.

Citing, or referencing, means including an **in-text citation**, which you insert into your text after the quote (someone’s words you used), after the visual, graph/chart, or after you have mentioned someone else’s idea. APA uses the ‘Author, date’ format, e.g. (Smith, 2016). You must so compile a reference list, which will include references for all the sources that you have cited. APA has specific guidelines for formatting references in the reference list. Example references are presented below. The reference list is inserted at the end of your paper, before the appendices.

## In-text Citations: Referencing Ideas and Published Research

**One author:**

|  |
| --- |
| The rapid discovery of the unique mechanisms underlying crown gall disease demonstrated how quickly an area could advance given significant investment and competition (Zambryski, 1988). |

**Two authors, with brackets:**

|  |
| --- |
| Initial infection of tubers by H. solani occurs in the field either from the seed tuber (Jellis & Taylor, 1977) or soil (Merida & Loria, 1994). |

**Several sources in one bracket set:**

|  |
| --- |
| Initial infection of tubers by H. solani occurs in the field either from the seed tuber or soil (Jellis & Taylor, 1977; Merida & Loria, 1994). |

**Two authors, integrated into a sentence:**

|  |
| --- |
| Jellis and Taylor (1977) argue that initial infection of tubers by H. solani occurs in the field either from the seed tuber. |

**Three to five authors, mentioned first time:**

|  |
| --- |
| The authors argue that teachers should not be concerned about being replaced by technology, although our role may shift (Derbing, DeCorty, Smith, & Jamieson, 1999). |

**Three to five authors, subsequent citations:**

|  |
| --- |
| The authors state that we must not allow technology to attempt to stand in for human beings (Derbing et al., 1999). |

**Six or More Authors, starting the first citation:**

|  |
| --- |
| Franks et al. (2001) argued...  *or*  (Frank et al., 2001) |

**Unknown author**

If there is no author, use the title (shortened if too long) in quotes. If the date or publication is unknown, use ‘n. d.’ instead of the year. For example:

|  |
| --- |
| Human well-being depends on many factors (“Human Society,” n. d.). |

## In-Text Citations: Direct Quotes Less Than 40 Words Long

If you use someone else’s words, you must put double quotes (“...”) around these words and put a reference with a page number after.

Examples:

|  |
| --- |
| Blake (2013) states that “first generation CMC tools include email, electronic mailing lists, and discussion forums” (p. 78).  Concern with grammatical correctness in English was “essentially an eighteenth-century invention” (Halloran, 1990, p.166).  Johnson (2013) states that “sociology plays a crucial role in stimulating linguistic interactions in a fashion that produces similar benefits to those generated by face-to-face collaborations” (para 2). |

When you quote, put quotation marks around the part that has been quoted. Include the page number in brackets. If it is an online resource and there are no page numbers, use paragraph numbers (e.g., para. 7). If the original document contains a large number of paragraphs, use paragraph numbers from specific sections of the document, for example: (Johnson, 2010, Conclusion section, para. 4) or (James & Morrison, 2008, “Topic Development,” para. 2).

## Quotations Over 40 Words (Block Quotes)

Use the following format:

|  |
| --- |
| Lynch (2007) states:  There is a need for further research on the types of reading activities that occur among low-income families in the out-of-school environment so that instruction and recommendations can occur in relation to what parents already do around literacy in their daily lives. There is a need to identify the types of activities we should be encouraging in the home. (p. 4) |

# Formatting an APA Reference List

* The reference page starts with the word ‘References’, centered, at the top of the page.
* The whole list should be double-spaced (like the rest of the paper).
* The items should be alphabetized.
* If the publication year is not known, write ‘n. d.’ instead (e.g., Johnson, J. (n. d.).)
* If the author is not known, use the title instead of the author. For example:

All 33 Chile miners freed in flawless rescue. (2010, October 13). Retrieved from http://www.msnbc.msn.com/id/39625809/ns/world\_news-americas/

* If two or more works are written by the same author or author group, put the earliest work first. If there are two or more sources by the same author published in the same year, add letters ‘a’, ‘b’, etc. to the year: e.g., Johnson, J. (2007a); Johnson, J. (2007b). The corresponding letters are added to the corresponding in-text citations.
* Pay attention to which parts of the reference use all capitals and which ones are italicised (see examples below)
* Your reference list should include all your sources, for which you have citations in your text. Personal communication, however, does not need to be included in the reference list (although an in-text citation is included).
* When a Digital Object Identifier (doi) is available, include it with you reference, both for printed and electronic sources. If a doi is not available, include the link to the webpage after ‘Retrieved from’. No retrieval date is required unless the document is expected to be changed in the future (e.g., a wiki).
* Use the so-called ‘hanging indent’: the first line of the reference item is not indented, while the other lines are. See the examples in the next section. For instructions how to format a hanging indent in MsWord, view this video: <https://www.youtube.com/watch?v=zF6yitBAKqk>

## Formatting an APA Reference List: Examples

Below are some examples of reference list entries for most common source types. For less common sources, please consult the APA Manual (6th edition).

**Journal article with doi.**

Torres, R. M., & Wicks-Asbun, M. (2013). Undocumented students’ narratives of liminal citizenship: High aspirations, exclusion, and “in-between” identities. *The Professional Geographer, 66*(2), 195-204. doi: 10.1080/00330124.2012.735936

**Journal article with no doi.**

Alexander, P. A., Schallert, D. L., & Hare, V. C. (1991). Coming to terms: How researchers in learning and literacy talk about knowledge. *Review of Educational Research, 61*(3), 315-343. Retrieved from <https://www.journals.elsevier.com/educational-research-review>

**Book.**

Furr, R. M., & Bacharach, V. R. (2008). *Psychometrics: An introduction*. Los Angeles: Sage Publications, Inc.

**Article or chapter in an edited book (book section).**

Hoffman, L. W. (2003). Methodological issues in studies of SES, parenting, and child development. In M. H. Bornstein & R. H. Bradley (Eds.), *Socioeconomic status, parenting, and child development* (pp. 125-143). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

A sample APA reference list is included in Appendix D.

## How to Cite Sources in Russian?

To cite a source in Russian, a combination of the transliterated original title and translation should be used.

**Journal articles.**

Author name(s). (year). Title in original language (transliterated) [Title translated into English]. *Publication name in original language (transliterated)*, *volume*(issue), p-p.

It should look like this:

Avtor, D. M. (2016). Ob ispolzovanii stilya APA dlya oformleniya diplomnykh rabot [Using APA style for formatting graduation papers]. *Vestnik Sankt-Peterburgskogo Universiteta*, *8*(1), 32-46.

**Books**.

Author name(s). (year). *Title in original language (transliterated*) [Title translated into English]. Location (city and country; in English): Publisher (transliterated).

For example:

Voloshinov, V. N, & Bakhtin, M. M. (2010). *Antropolingvistika: Izbrannye trudy* [Anthropolinguistics: Selected works]. Moscow, Russia: Labirint.

**References**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Gillet, A. (2017a). UEfAP - Definitions. Retrieved from http://uefap.net/writing/writing-plagiarism/writing-plagiarism-definitions

Gillet, A. (2017b). UEfAP - Types of Plagiarism. Retrieved from http://uefap.net/writing/writing-plagiarism/writing-plagiarism-types

Purdue OWL: APA Formatting and Style Guide. (2013). Retrieved from https://owl.english.purdue.edu/owl/resource/560/16/

Purdue OWL: APA Overview and Workshop. (2016). Retrieved from https://owl.english.purdue.edu/owl/resource/664/01/

Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students* (3rd ed.). Ann Arbor: The University of Michigan.

**Appendix A**

Sample Front Page for a Research Paper

Running head: TITLE OF YOUR PAPER  1

Title of Your Paper

Ivan D. Petrov

National Research University Higher School of Economics,

St. Petersburg.

**Appendix B**

Sample Abstract Page for Empirical Articles and Research Proposals

ASSESSMENT OF FINANCIAL RISKS FACED BY LEASING COMPANIES 2

Abstract

This paper examines leasing in Russia and corresponding financial risks. Much research on the topic has been done worldwide over the recent years. However, in Russia most of the prior studies are still lacking for financial risks there are neither estimated, nor subject to insurance. In this regard, financial risk assessment represents a broad research field and is of a great importance for rapidly expanding leasing. Therefore, this study aims at revealing whether scenario-planning technique might be considered as an effective tool for evaluating financial risks in Russian ship leasing practices. On the basis of financial statements of both parties (leasing company and lessees), riskiness of several leasing transactions is estimated using scenario analysis. Finally, the effectiveness of the method is identified by comparing the decisions with those dictated by corporate risk management policy of a leasing company. Acknowledging this method may positively affect the Russian leasing system in general when gaining large-scale application.

*Keywords:* finance lease, leasing company, financial risk, risk management, loss, scenario analysis

**Appendix C**

Sample Front Page for the Bachelor and Master Thesis

National Research University Higher School of Economics, St. Petersburg

“Thesis Title”

by

Maria Ivanova

A THESIS

SUBMITTED TO THE FACULTY OF SOCIOLOGY

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE

DEGREE OF MASTERS OF ARTS

Academic Advisor: Dr. Sergey Petrov

St. Petersburg, Russia

July 2017

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**Appendix D**

A Sample APA Reference List

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